

**MUNC Revolution Good Practice Guide Volume 1**  
**Creating a Model United Nations Conference to Support Learning Outcomes**  
Dinnen, Mark; Kinash, Shelley; Judd, Madelaine-Marie

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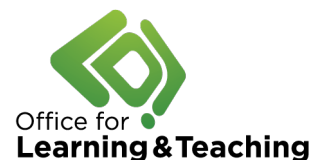
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# MUNC Revolution

## Good Practice Guide Vol. 1

### Creating a Model United Nations Conference to Support Learning Outcomes



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# TABLE OF CONTENTS

List of acronyms .....	4
Purpose of this Good Practice Guide .....	4
Background to the Model United Nations Conference .....	5
Scenarios .....	8
Article Nine of the International Health Regulations (2005) .....	8
Background Briefing .....	8
Assessment Topics .....	10
Additional Resources .....	10
The Substantive Clauses of Nuclear Non-Proliferation Treaty .....	12
Background Briefing .....	12
Assessment Topics .....	13
Additional Resources .....	13
Foreign National Minor's Kidnapped within France .....	15
Background Briefing .....	15
Assessment Topics .....	17
Additional Resources .....	17
Appendixes .....	18
Appendix I: Rules of Procedure .....	18
Appendix II: Student Research Guide .....	28
Appendix III: Resolution Drafting Guide .....	30
Appendix IV: Glossary of Resolution Phrases .....	31
Appendix V: Debriefing Questions .....	35
Appendix VI: References .....	37





## LIST OF ACRONYMS

<b>MUNC</b>	<b>Model United Nations Conference</b>
<b>UN</b>	<b>United Nations</b>
<b>NPT</b>	<b>Nuclear Proliferation Treaty</b>

## PURPOSE OF THIS GOOD PRACTICE GUIDE

The following good practice guide has been designed to assist convenors in the coordination of Model United Nations Conferences (MUNCs) to enhance student learning outcomes. The scenarios and teaching plans contained within this toolkit have been researched and tested throughout the lifespan of an Australian Government Office for Learning and Teaching supported seed project “*Is participation in technology enhanced Model United Nations Conference the employability skills solution for learners?*” In designing this guide, the project team has placed a strong emphasis on reinforcing the employability skills that learners can acquire through a Model United Nations simulation based learning experience.

Within this toolkit educators will find ideas, resources and scenarios to successfully execute their own Model United Nations Conference. Each scenario has been crafted in a way that offers educators an insight into scenario design, which will enable the educator to design their own scenarios in the future.

The project team has also provided open access to their conference resources including country delegate placards, rules of procedure, and delegate preparation documents. Additional resources are freely available from the project website.

[www.muncrevolution.com](http://www.muncrevolution.com)

*The simulation of intergovernmental negotiations has been commended as one of the most powerful learning experiences for students (Haack, 2008; McIntosh, 2001).*



## BACKGROUND TO THE MODEL UNITED NATIONS CONFERENCE

The aim of this good practice guide is to provide educators with an insight into the processes and potential student benefits of using the Model United Nations Conference platform to support, motivate, and scaffold learning. The guide will first provide an introduction to the Model United Nations platform, highlighting its significant history and popularity amongst students. The guide will then inform good practice approaches to conducting MUNCs in support of learning outcomes, graduate attributes, and graduate capabilities, particularly in the discipline of International Relations. Three phases form the framework of MUNCs: pre-conference briefing; conference process; and post-conference de-briefing. The intent of this guide is to provide educators with the tools required to use the Model United Nations platform to maximise educational benefit for learners.

### Background

Conceived in the 1920s, the simulation of intergovernmental negotiations has been commended as one of the most powerful learning experiences for students (Haack, 2008; McIntosh, 2001). The first recorded MUNC

occurred in March 1947 and the prevalence of MUNCs has increased to a reported 400 conferences, hosting 200,000 to 400,000 delegates on an annual basis (Crossley-Frolic, 2010; Muldoon, 1995; Obendorf & Randerson, 2013). These conferences require delegates to adopt the persona of a designated country during simulated international discussions. Delegates must research their countries' position on a pre-determined topic or theme and represent the country accordingly (McIntosh, 2001; Obendorf & Randerson, 2013; Taylor, 2013). Model United Nations Conferences are an effective educational tool in which students must cooperate with peers and provide solutions to complex real-world issues (Starkey & Blake, 2001). Published research has provided evidence that students develop communication, presentation, negotiation, and research skills by participating in these active learning exercises (Haack, 2008; Hall, 2015; Taylor, 2013).

### Good Practice

The success of the MUNC platform as an active learning approach is vested in the practice

of the educator. Central to the practice of simulations is recognition of the transitional role of the educator. Traditionally, the educator was seen as the expert on a topic (Lederman, 1984). However, within simulation exercises such as Model United Nations, the educator adopts the role of a facilitator (Hertel & Millis, 2002). Whether or not students learn from the MUNC platform, or treat the Model United Nations experience as just another game, depends on the approach taken by the instructor (McIntosh, 2001; Obendorf & Randerson, 2013; Taylor, 2013). The incorporation of technology into the MUNC process is no different. As a facilitator, the educator must determine the level of interaction the learner will have with technology and then encourage and create the conditions under which this engagement can thrive.

As the published research has clearly discerned, in order to maximise the learner value of the MUNC process, the educator must focus on three phases of a successful simulated learning exercise, that is: pre-conference planning and briefings, the conference itself, and the post-conference de-briefing (Hertel & Millis, 2002; Obendorf & Randerson, 2013; Starkey & Blake, 2001; Taylor, 2013). This Good Practice Guide has been designed to assist educators execute all three phases of the MUNC process.

## Pre-Conference Planning and Briefings

There are two important elements to consider in the pre-conference planning and briefing stage - establishing the Rules of Procedure for the MUNC and challenging learners to conduct appropriate levels of research. In order for the MUNC to be an effective learning experience, educators need to provide students with clear and concise rules to structure their interactions (Crossley-Frolick, 2010; McIntosh, 2001). While the UN General Assembly's Rules of Procedure are available online (United Nations, 2015) an

abridged version is provided within this guide (see Appendix I). Once the rules have been determined, the logistics of a MUNC, that is the topic and country allocation process, should take place.

Given the nature of the MUNC platform the access to topics that are relevant is relatively open. The agenda for each session of the General Assembly is freely available on the organisation's website. Country selection/ allocation can, however, be problematic. Literature reinforces a need for countries to be allocated to learners by educators in a manner that ensures a learner does not represent their home country (McIntosh, 2001; Obendorf & Randerson, 2013). Such an approach is likely to maximise the learning value for the student. The next vital element is the level of, and approach to, topical research carried out by the learner.

As with all education activities the level of research undertaken by participants will vary. Indeed, the design of a MUNC may provide the opportunity for the learner to get away with minimal levels of research, while still being successful in the exercise (Haack, 2008; McIntosh, 2001; Taylor, 2013). That being said, there is evidence to suggest an inclination of participants to increase their levels of preparation once they have experienced a MUNC (Giovanello, Kirk & Kromer, 2013). McIntosh (2001) and Haack (2008) have both articulated the value of a structured preparation approach. By making the preparation process examinable the educator has the capacity to motivate the learner to embark on a more adequate process. To assist with this approach a student research guide is included within Appendix II.

## Conference Process

If adequate preparation has transpired, the conference process should be relatively straightforward. The principle decision to be made with regard to the conference pertains



to the administration and management of the room. In this respect, literature is somewhat divided. Obendorf and Randerson (2013) advocate for an instructor to occupy the role of chair to 'maintain equity of opportunity in assessment and to ensure adherence to the rules of procedure' (p.357). However, Hertel and Millis (2002) reinforce the need for the students to control the procedure and that 'only by removing the instructor from the direct action will students fully assume their roles and take charge of the scenario action' (p.52). The ability for an educator to fulfil the role of chair, whilst still examining learners, is likely to be detrimental to one of these roles. Whilst there is a danger in the conference stalling as learners seek clarification from the educator, there is a possibility to provide "escalation scenarios" to accelerate conference proceedings. Indeed, with each of the scenarios presented within this Good Practice Guide an escalation scenario has been included. These additional acts should be designed to provide an added impetus for the conference to come to a resolution. Once that resolution has been achieved, the final phase of the conference can transpire.

## Post-Conference De-Briefing

The importance of the debriefing process within simulation based learning has been well established (Crossley-Frolick, 2010; Fanning & Gaba, 2007; Hertel & Millis, 2003; Lederman, 1992; McIntosh, 2001). The debriefing process should be designed to allow students to

appreciate the skills they have developed during the simulation. As Hertel and Millis (2002) have argued 'during the debriefing, students relate their experiences to the substance of the course's content, discipline-specific processes, and skills' (p.60). Lederman (1992, p.152) provides a three-phased approach to the debriefing process:

- Systematic reflection and analysis – an introduction of participants to a self-reflective process about their experience of the simulation;
- Intensification and personalisation – a refocusing of participants' reflections on their own experiences;
- Generalisation and application – an exploration that allows participants to transcend their own experience to the broader applications and implications of their experience.

In order to assist educators with cultivating the debriefing process, this Guide provides a number of questions (see Appendix V). The questions are designed to facilitate a reflective process in line with Lederman's phased approach. The debriefing process for a MUNC should incorporate not only educator guided reflections, but time for students to debrief themselves and each other about their experience. Such an approach allows for a more reflective debriefing session.







# SCENARIOS

**This practice guide provides three Model United Nations scenarios for educators to utilise. Each scenario offers a background briefing, a suggested teaching plan, potential assessment topics, and a list of resources.**

## Article Nine of the International Health Regulations (2005)



Time allotted for conference: 6 hours

Number of Countries: Unlimited

Escalation Scenarios: 4

This scenario is loosely based on concerns regarding the updated International Health Regulations (IHR) of 2005. Indeed, the need to update the IHR was derived, in part, from the implications of the actions of the World Health Organization (WHO) during the SARS pandemic of 2002-2003. Specifically, the capacity of WHO to issue travel advisories, which may have severe economic implications on the country the advisory is being applied to. The crux of this simulation revolves around the sources that WHO may take into account regarding reports of infectious disease outbreaks.

Article nine of the IHR provides WHO the authority to 'take into account reports from sources other than notifications or consultations' from the state party. Whilst the article stipulates a consultation process some states may be concerned that WHO may not provide them with adequate time to respond to these reports. The task of this scenario is to provide learners with an avenue to investigate the interaction of the modern state, and an International Government Organisation. The escalation scenarios are designed to be utilised by the educator to push the deliberations along.

## Background Briefing

The Secretary-General has called delegates to a Special Session to discuss a level of controversy embedded within the International Health Regulations (IHR).

Significant concerns have been raised by member states regarding elements of the IHR that may constitute a violation of the

sovereignty of members. Specifically IHR Article Nine, Paragraph 1:

WHO may take into account reports from sources other than notifications or consultations and shall assess these reports according to established epidemiological principles and then communicate information on the event to the State Party in whose territory the event is allegedly occurring. Before taking any action based on such reports, WHO shall consult with and attempt to obtain verification from the State Party in whose territory the event is allegedly occurring in accordance with the procedure set forth in Article 10. To this end, WHO shall make the information received available to the States Parties and only where it is duly justified may WHO maintain the confidentiality of the source.

This information will be used in accordance with the procedure set forth in Article 11. (Emphasis added)

Some Member States have interpreted the Article to provide WHO with a supreme authority over their domestic jurisdiction, potentially constituting a violation of UN Charter Article 2(7). Members have raised concerns that there is nothing within the IHR that prevents WHO from taking action on the reports unless they respond within 24 hours of being presented with the report. Further, the phrase “only where it is duly justified may WHO maintain confidentiality” has raised the concerns of both State Members and observer NGO’s.

The primary task of this committee is to reach consensus regarding the current state of the IHR and the process of accountability in the reporting of outbreaks. Members are tasked to formulate a

direct response to the position of the World Health Organization, and call on them to either strengthen, or weaken, the position of the IHR.



## Escalation Scenario #1

### Reports of Mysterious Virus Afflicting Animals

The Director-General of WHO has informed the Secretary-General that there have been rumours sourced from social media regarding the deaths of a variety of animal species around the world over the last few weeks. Specifically, the rumours are centred on:

**Republic of Korea** – Poultry

**Thailand** – Two tigers and two leopards at a zoo (unexpected); domestic cat

**Viet Nam** – Poultry

**Hong Kong** – Wild bird

**Indonesia** – Poultry

**Malaysia** – Poultry

**Belgium** – Customs have seized two Hawk-eagles smuggled from Thailand that have died



## Escalation Scenario #2

### Thai Ministry of Natural Resources and Environment Releases Official Statement

Delegates are advised the Ministry of Natural Resources and Environment have announced that out of a total population of 441 tigers within Thai Zoos 147 or 33.3 per cent of the population have died, or were euthanized, within the last eight months. To date there is no knowledge as to how they died, although the health ministry is currently investigating the discovery of an unknown pathogen from one of the most recent tiger deaths.



### Escalation Scenario #3

24 year old man dies of SARS in China

Chinese health authorities have notified WHO that a 24yo man from Beijing has died from Severe Acute Respiratory Syndrome. Rumours on social media suggest that the man died of similar symptoms to 18 cases in Hong Kong, six of which were fatal. On questioning the health ministry declined to comment to representatives of the WHO Regional Office regarding the situation within Hong Kong.



### Escalation Scenario #4

Public panic in response to an unconfirmed deadly virus

A number of unconfirmed reports of human virus infection and deaths are being reported via social, and traditional, media outlets. There is a growing level of panic in the general public of a number of countries



### Assessment Topics

In addition to students formulating a country position paper in relation to the International Health Regulations' Article Nine, alternative assessment topics may include the following:

- What is the role of the World Health Organization during an international health emergency?
- When is it justifiable for an international organisation to violate the sovereignty of a state?
- What could the impact of social media be on international relations in the 21st century?

## Additional Resources

Fidler, D.P. (2003). SARS: Political pathology of the First Post-Westphalian Pathogen. *The Journal of Law, Medicine & Ethics*, 31(4), 485–505. doi:10.1111/j.1748-720x.2003.tb00117.x

Oberholtzer, K., Mack, A., Lemon, S., Mahmoud, A., Knobler, S., & Sivitz, L. (2004). *Learning from SARS*. Retrieved February 12, 2015 from <http://www.ncbi.nlm.nih.gov/books/NBK92462/>

World Health Organization. (2016, January 25). *Strengthening health security by implementing the IHR*. Retrieved January 28, 2016, from <http://www.who.int/ihr/en/>

Theme/Topic Testing the International Health Regulations (IHR) (2005)			
<b>Aims</b>	To introduce students to the complexities of consensus and co-operation in confronting non-traditional security threats.		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Assess the implications of social media on 21<sup>st</sup> Century international relations.</li> <li>2. Evaluate the role of the World Health Organization and the broader threat posed by international health insecurity.</li> <li>3. Construct a viable outcome document reached via consensus.</li> </ol>	Evidenced by	<ol style="list-style-type: none"> <li>1. Country briefing paper and contents of speeches made during the conference.</li> <li>2. Country briefing paper and contribution made during the briefing process.</li> <li>3. The content of the outcome document is accepted by all parties by consensus, and is in line with each state/s national interest.</li> </ol>
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• The role of the World Health Organization</li> <li>• Articles 9, 10, and 11 of the International Health Regulations</li> <li>• Concepts of the cooperation and consensus embedded within the UN Charter and the IHR.</li> </ul>		
<b>Resources</b>	A short overview of the IHR supported by a case study regarding the economic implications of the 2002 SARS pandemic.		
<b>Activities</b>	<b>Educator Activity</b> <ul style="list-style-type: none"> <li>• Lecture: The role of the World Health Organization in the 21<sup>st</sup> Century</li> <li>• Provide initial background briefing to learners</li> <li>• Distribute escalation scenarios at appropriate intervals during conference.</li> </ul>	<b>Learner Activity</b> <ul style="list-style-type: none"> <li>• Research assigned country and/or author a country briefing memo</li> <li>• Participate in Conference</li> <li>• Contribute towards the final outcome document.</li> </ul>	<b>Additional Activities</b> <ul style="list-style-type: none"> <li>• Conference strategy paper - have learners map their strategy for the conference</li> <li>• Review the Rules of Procedure</li> <li>• Regional meetings prior to official conference.</li> </ul>
<b>Evaluation / Debrief</b>	<b>Educator Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were the key issues addressed today?</li> <li>• What real life issues were missing from today's conference? What sort of an impact did this absence have on proceedings?</li> <li>• How would you describe the processes that led to today's outcome document?</li> </ul>	<b>Learner Debrief Questions</b> <ul style="list-style-type: none"> <li>• Do you think you spent enough time preparing for today's conference?</li> <li>• What goals did you hope to achieve at today's conference?</li> <li>• How did you set about achieving these goals?</li> </ul>	<b>Peer Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were the greatest obstacles you faced during today's conference?</li> <li>• How did you overcome those obstacles?</li> <li>• What did you learn today?</li> </ul>





## The Substantive Clauses of the Nuclear Non-Proliferation Treaty



Time allotted for conference: 3 hours

Number of Countries: Unlimited

Escalation Scenarios: 1

This scenario focuses on the review of the Non-Proliferation Treaty, which according to Article VII, paragraph 3, is to take place every five years. The non-proliferation treaty is the cornerstone of the global nuclear non-proliferation regime. The treaty has 190 States that are a party to it, as well as the five nuclear-weapon states. Accordingly, the NPT is the most widely adhered to multilateral disarmament agreement.

The premise of the review conference is to set a way forward, a path to nuclear disarmament, for signatories. The 2015 review conference fell apart when signatories of the NPT were unable to agree to the substantive part of the draft final document. Specifically, the United States, Britain, and Canada all rejected the final communiqué. Given that the final decisions must be reached by consensus, there was no formal agreement on the document.

This scenario sees learners take on the role of delegates to the conference. In order to attend the conference a state does not need to be a party to the NPT, merely invited by the Committee. This essentially allows the conference to be quite large if needed.

## Background Briefing

### *High Level Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons*

From the 27th of April until the 22nd of May the 2015 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons (NPT) was held at UN Headquarters. Despite intensive negotiations, the Conference was not able to reach agreement on the substantive part of the draft Final Document.

The Secretary-General has convened a committee of eminent Revolutionaries to reaffirm the Organisation's faith in the NPT. This year marks both the 70th year of the United Nations and the 45th anniversary of the NPT coming into effect. In the spirit of collaboration, and in accordance with paragraph 1 of rule 44 of the rules of procedure of the original Conference,

countries that are not a party to the NPT will be invited to attend the Committee session.

The Secretary-General wishes to publish a communiqué, inclusive of proposed substantive clauses, within the next ninety minutes.



## Escalation Scenario #1

Members of the media have started speculating on the reasons for the lack of progress of the NPT review conference. Specifically, they are concluding that the lack of progress equates to a fault within the UN treaty system. Ensure that the statement you are crafting deals with these rumours explicitly, and reaffirms faith in the organisation's goals.



## Assessment Topics

In addition to students formulating a country position paper in relation to the Nuclear Non-Proliferation Treaty, alternative assessment topics may include the following:

- Using historical examples, illustrate the complexities in managing multilateral treaty negotiations, how have some of these complexities been overcome?
- There are estimates of up to 2000 metric tonnes of weapons-grade nuclear material being spread around the world; we know that some of it is poorly secured. What actions can the international community take in order to contain this significant security threat?

## Additional Resources

United Nations. (2016). *2015 NPT Review Conference*. Retrieved January 2, 2016, from <http://www.un.org/en/conf/npt/2015/>

United Nations Office for Disarmament Affairs. (2016). *Treaty of the non-proliferation of nuclear weapons (NPT)*. Retrieved January 28, 2016, from <http://www.un.org/disarmament/WMD/Nuclear/NPT.shtml>

Wan, W. (2015, May 28). *Why the 2015 NPT review conference fell apart - United Nations university centre for policy research*. Centre for Policy Research, United Nations University. Retrieved January 28, 2016, from <http://cpr.unu.edu/why-the-2015-npt-review-conference-fell-apart.html>

Theme/Topic Affirming the Substantive Clauses of the Non-Proliferation Treaty			
<b>Aims</b>	Provide learners with an understanding of the intricacies of international treaty regimes, and the importance of collaborative action to achieve consensus.		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explore a range of domestic and international texts to identify responsible positions</li> <li>2. Engage in critical discussions based on evidence and consider multiple perspectives</li> <li>3. Construct a viable outcome document reached via consensus.</li> </ol>	Evidenced by	<ol style="list-style-type: none"> <li>1. Country briefing paper and content of speeches made during the conference.</li> <li>2. Deliberations and discussion taking place throughout conference</li> <li>3. The content of the outcome document is accepted by all parties by consensus, and is in line with each state/s national interest.</li> </ol>
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• Issues surrounding the demise of the 2015 NPT Review Conference</li> <li>• A basic understanding of international law and treaties</li> </ul>		
<b>Resources</b>	The website for the 2015 NPT review conference provides a comprehensive overview of conference activities, inclusive of country statements		
<b>Activities</b>	<b>Teacher Activity</b> <ul style="list-style-type: none"> <li>• Lecture: The role of the Nuclear Security in the 21<sup>st</sup> Century: From rogue states to terrorism</li> <li>• Provide background briefing to learners no less than seven (7) days prior to the conference</li> <li>• Distribute escalation scenario only if required (time limitations make this unlikely).</li> </ul>	<b>Learner Activity</b> <ul style="list-style-type: none"> <li>• Research assigned country and complete a country brief</li> <li>• Draft your state's own substantive clauses</li> <li>• Contribute towards the final outcome document.</li> </ul>	<b>Additional Activities</b> <ul style="list-style-type: none"> <li>• Conference strategy paper - have learners map their strategy for the conference</li> <li>• Compile a diplomatic briefing folder of all relevant documents.</li> </ul>
<b>Evaluation / Debrief</b>	<b>Teacher Debrief Questions</b> <ul style="list-style-type: none"> <li>• How do you think that today's conference compares with the real world experiences?</li> <li>• What real life issues were missing from today's conference? What sort of an impact did this absence have on precedings?</li> </ul>	<b>Learner Debrief Questions</b> <ul style="list-style-type: none"> <li>• What goals did you hope to achieve at today's conference?</li> <li>• How did you set about achieving these goals?</li> <li>• What were your greatest successes and frustrations?</li> </ul>	<b>Peer Debrief Questions</b> <ul style="list-style-type: none"> <li>• Why did you take this specific action?</li> <li>• How did you react to this action?</li> <li>• What were the greatest obstacles you faced during today's conference?</li> </ul>



## Foreign National Minor's Kidnapped within France



Time allotted for conference:  
Ninty (90) minutes

Number of Countries: Based on the  
UN Security Council - 15 Maximum

Escalation Scenarios: 1

The premise of this scenario is to modify the 2014 Chibok schoolgirl kidnapping by Boko Haram, which saw 276 female students taken by the terrorist organisation. The scenario calls for an emergency session of the UN Security Council following the kidnapping of four hundred school children from the United Kingdom and the United States who were part of a Model United Nations taking place in Paris.

Given the topic of debate, this scenario is expected to unfold quite rapidly. Learners are tasked with determining the proper response to the crisis, be it a presidential statement, or a resolution. Given the nature of the scenario, it is recommended for a small group, with a maximum of fifteen delegates, to mimic the Security Council. This scenario is most effective with more experienced delegates who would need very little time to prepare.

## Background Briefing

There are reports of up to four hundred school children, on a field trip from the United Kingdom and the United States, have been kidnapped in France. Police have reported that between thirty and forty adult chaperones have been found killed within the vicinity of where the children were staying. The president of the Security Council has convened an emergency session to address this matter as an immediate threat to international peace and security.



## Escalation Scenario #1

French authorities have confirmed that the organisation responsible for the attack is a fundamentalist religious group who are determined to bring about the end of the modern state system.



Theme/Topic The Targeting of Children by Terrorist Groups			
<b>Aims</b>	To illustrate to learners the rapid nature of the modern threats to international peace and security, and the challenges posed by the need to respond expeditiously.		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Develop an argument based on compelling evidence.</li> <li>2. To explain how complex situations are able to unfold.</li> <li>3. Construct a viable outcome document reached by consensus.</li> </ol>	Evidenced by	<ol style="list-style-type: none"> <li>1. Content of speeches and deliberations made during the conference.</li> <li>2. Content and contribution of speeches to the final outcome document.</li> <li>3. The content of the outcome document is accepted by all parties by consensus, and is in line with each state's national interest.</li> </ol>
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• An appreciation of the working process of the Security Council</li> <li>• Previous responses of the Security Council to threats of this nature</li> </ul>		
<b>Resources</b>	The United Nations Actions to Counter Terrorism, specifically the report: Uniting Against Terrorism: Recommendations for a Global Counter-Terrorism Strategy		
<b>Activities</b>	<b>Teacher Activity</b> <ul style="list-style-type: none"> <li>• Lecture: The United Nations and its Response to Global Terrorism</li> <li>• Provide background briefing no more than a day prior to the conference</li> <li>• Distribute escalation scenario at an appropriate time.</li> </ul>	<b>Learner Activity</b> <ul style="list-style-type: none"> <li>• Research previous actions of the UN Security in the aftermath of terrorist attacks including statements and resolutions</li> <li>• Contribute towards the final document.</li> </ul>	<b>Additional Activities</b> <ul style="list-style-type: none"> <li>• Provide an annotated bibliography of terrorism related UNSC resolutions</li> <li>• Draft a persuasive speech in relation to your country's position on this issue.</li> </ul>
<b>Evaluation / Debrief</b>	<b>Teacher Debrief Questions</b> <ul style="list-style-type: none"> <li>• What did you like most about today's conference?</li> <li>• What did you like least about today's conference?</li> <li>• How would you describe the processes that led to today's outcome document?</li> </ul>	<b>Learner Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were your greatest successes and frustrations?</li> <li>• What did you learn today about your peers?</li> <li>• How did you feel at the conclusion of today's conference?</li> </ul>	<b>Peer Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were the greatest obstacles you faced during today's conference?</li> <li>• How did you overcome those obstacles?</li> <li>• What did you learn today?</li> </ul>



## Assessment Topics

In addition to students formulating a country position paper in relation to the targeting of children by terrorist organisations, alternative assessment topics may include the following:

- In addition to passing resolutions and making statements, what more could the United Nations, particularly the Security Council, do in the war against terrorism?
- Estimates of more than 300,000 people under the age of eighteen are believed to be currently involved in armed conflicts. What actions can the UN take in order to prevent the recruitment and exploitation of child soldiers?
- Is the United Nations properly configured to confront the complexity of modern day threats to international peace and security?

## Additional Resources

Security Council Report. (2016). *Monthly Forecast*. Retrieved January 28, 2016 from <http://www.securitycouncilreport.org/index.php>

United Nations. (2016). *United Nations action to counter terrorism*. Retrieved January 28, 2016 from <http://www.un.org/en/terrorism/index.shtml>

Vision of humanity. (2016). *The Global Terrorism Index*. Retrieved January 28, 2016 from <http://www.visionofhumanity.org/#/page/indexes/terrorism-index>





# APPENDIX I: RULES OF PROCEDURE



## I. SESSIONS Regular Sessions

### Opening Date

#### Rule 1

The MUNC Revolution General Assembly shall meet every year in regular session commencing on the Friday of the last week in May, counting from the first week that contains at least one working day

### Closing Date

#### Rule 2

On the recommendation of the General Committee, the MUNC Revolution General Assembly shall, at the beginning of each session, fix a closing date for the session.

### Place of Meeting

#### Rule 3

The MUNC Revolution General Assembly shall meet at the Headquarters of the MUNC Revolution unless convened elsewhere in pursuance of a decision taken at a session or at

the request of a majority of the Members of the MUNC Revolution.

#### Rule 4

Any Member of the MUNC Revolution may, at least one hundred and twenty days before the date fixed for the opening of a regular session, request that the session be held elsewhere than at the Headquarters of the MUNC Revolution. The Secretary-General shall immediately communicate the request, together with his recommendations, to the other Members of the MUNC Revolution. If within thirty days of the date of this communication a majority of the Members concur in the request, the session shall be held accordingly.

### Notification of Session

#### Rule 5

The Secretary-General shall notify the Members of the MUNC Revolution, at least sixty days in advance, of the opening of a regular session.



## II. AGENDA

### Provisional Agenda

#### Rule 6

The provisional agenda for a regular session shall be drawn up by the Secretary-General and communicated to the Members of the MUNC Revolution at least sixty days before the opening of the session.

#### Rule 7

The provisional agenda of a regular session shall include:

- a. The report of the Secretary-General on the work of the Organisation;
- b. All items which the Secretary-General deems necessary to put before the MUNC Revolution General Assembly.

### Adoption of Agenda

#### Rule 8

At each session the provisional agenda and the supplementary list, together with the report of the General Committee thereon, shall be submitted to the MUNC Revolution General Assembly for approval as soon as possible after the opening of the session.



## III. DELEGATIONS

### Composition

#### Rule 9

The delegation of a Member shall consist of not more than five representatives and five alternate representatives and as many advisers, technical advisers, experts, and persons of similar status as may be required by the delegation.



## IV. PRESIDENTS AND VICE-PRESIDENTS

### Elections

#### Rule 10

Unless the MUNC Revolution General Assembly decides otherwise, the MUNC Revolution General Assembly shall elect a President and One (1) Vice-President at least three (3) months before the opening of the session over which they are to preside. The President and the Vice-President so elected will assume their functions only at the beginning of the session for which they are elected and shall hold office until the close of the session.

### Acting President

#### Rule 11

If the President finds it necessary to be absent during a meeting or any part thereof, they shall designate their Vice-President to take their place.

#### Rule 12

A Vice-President acting as President shall have the same powers and duties as the President.

### General Powers of the President

#### Rule 13

In addition to exercising the powers conferred upon them elsewhere by these rules, the President shall declare the opening and closing of each plenary meeting of the session, direct the discussions in the plenary meeting, ensure observance of these rules, accord the right to speak, put questions, and announce decisions. They shall rule on points of order and, subject to these rules, shall have complete control of the proceedings



at any meeting and over the maintenance of order thereat. The President may, in the course of the discussion of an item, propose to the MUNC Revolution General Assembly the limitation of the time to be allowed to speakers, the limitation of the number of times each representative may speak, the closure of the list of speakers, or the closure of debate. They may also propose the suspension, or the adjournment, of the debate on the item under discussion.

#### Rule 14

The President, in the exercise of their functions, remains under the authority of the MUNC Revolution General Assembly.

## The President Shall Not Vote

#### Rule 15

The President, or a Vice-President acting as President, shall not vote but shall designate another member of their delegation to vote in their place.



## V. GENERAL COMMITTEE

### Composition

#### Rule 16

The General Committee shall comprise of the President of the MUNC Revolution General Assembly, who shall preside, the twenty-one Vice-Presidents and the Chairpersons of the six Main Committees. No two members of the General Committee shall be members of the same delegation, and it shall be so constituted as to ensure its representative character. Chairpersons of other committees upon which all Members have the right to be represented and which are established by the MUNC Revolution General Assembly to meet during the session shall be entitled to attend meetings of the

General Committee and may participate without vote in the discussions.

## Substitute Members

#### Rule 17

If a Vice-President of the MUNC Revolution General Assembly finds it necessary to be absent during a meeting of the General Committee, they may designate a member of their delegation to take their place. The Chairperson of a Main Committee shall, in case of absence, designate one of the Vice-Chairpersons of the Committee to take their place. A Vice-Chairperson shall not have the right to vote if they are of the same delegation as another member of the General Committee.

## Functions

#### Rule 18

The General Committee shall, at the beginning of each session, consider the provisional agenda, together with the supplementary list, and shall make recommendations to the MUNC Revolution General Assembly, with regard to each item proposed, concerning its inclusion in the agenda, the rejection of the request for inclusion, or the inclusion of the item in the provisional agenda of a future session. It shall, in the same manner, examine requests for the inclusion of additional items in the agenda and shall make recommendations thereon to the MUNC Revolution General Assembly. In considering matters relating to the agenda of the MUNC Revolution General Assembly, the General Committee shall not discuss the substance of any item except insofar as this bears upon the question whether the General Committee should recommend the inclusion of the item in the agenda, the rejections of the request for inclusion, or the inclusion of the item in the provisional agenda of a future session, and what priority should be accorded to an item

the inclusion of which has been recommended.

#### Rule 19

The General Committee shall make recommendations to the MUNC Revolution General Assembly concerning the closing date of the session. It shall assist the President and the MUNC Revolution General Assembly in drawing up the agenda for each plenary meeting, in determining the priority of its items, and in coordinating the proceedings of all committees of the Assembly. It shall assist the President in the general conduct of the work of the MUNC Revolution General Assembly, which falls within the competence of the President. It shall not, however, decide any political questions.

#### Rule 20

The General Committee shall meet periodically throughout each session to review the progress of the MUNC Revolution General Assembly and its committees and to make recommendations for furthering such progress. It shall also meet at such other times as the President deems necessary or upon the request of any other of its members.

### **Participation by Members Requesting the Inclusion of Items in the Agenda**

#### Rule 21

A member of the MUNC Revolution General Assembly, which has no representative on the General Committee and which has requested the inclusion of an item in the agenda, shall be entitled to attend any meeting of the General Committee at which its request is discussed and may participate, without a vote, in the discussion of that item.

### **Revision of the Form of Resolutions**

#### Rule 22

The General Committee may revise the resolutions adopted by the MUNC Revolution

General Assembly, changing their form but not their substance. Any such changes shall be reported to the MUNC Revolution General Assembly for its consideration.



## **VI. SECRETARIAT**

### **Duties of the Secretary-General**

#### Rule 23

The Secretary-General shall act in that capacity in all meetings of the MUNC Revolution General Assembly, its committees and its subcommittees. They may designate a member of the Secretariat to act in their place at these meetings.

#### Rule 24

The Secretary-General shall provide and direct the staff required by the MUNC Revolution General Assembly and any committees or subsidiary organs, which it may establish.

### **Duties of the Secretariat**

#### Rule 25

The Secretariat shall receive, translate, print and distribute documents, reports, and resolutions of the MUNC Revolution General Assembly, its committees and its organs; interpret speeches made at the meetings; prepare, print, and circulate the records of the sessions; have the custody and proper preservation of the documents in the archives of the MUNC Revolution General Assembly; distribute all documents of the Assembly to the Members of the MUNC Revolution, and, generally, perform all other work which the Assembly may require.

## **Report of the Secretary-General on the Work of the Organisation**

### **Rule 26**

The Secretary-General shall make an annual report, and such supplementary report as are required, to the MUNC Revolution General Assembly on the work of the Organisation. They shall communicate the annual report to the Members of the MUNC Revolution at least forty-five days before the opening of the session.

## **Notification Under Article 12 of the Charter**

### **Rule 27**

The Secretary-General, with the consent of the Security Council, shall notify the MUNC Revolution General Assembly at each session of any matters relative to the maintenance of international peace and security which are being dealt with by the Security Council and shall similarly notify the MUNC Revolution General Assembly, or the Members of the MUNC Revolution if the MUNC Revolution General Assembly is not in session, immediately the Security Council ceases to deal with such matters.



## **VII. LANGUAGES**

### **Official and Working Languages**

#### **Rule 28**

English shall be both the official and the working languages of the MUNC Revolution General Assembly, its committees, and its subcommittees.

## **Languages of the Journal of the MUNC Revolution**

### **Rule 29**

During the sessions of the MUNC Revolution General Assembly, the Journal of the MUNC Revolution shall be published in the languages of the Assembly.

## **Languages of the Resolutions and Other Documents**

### **Rule 30**

All resolutions and other documents shall be published in the languages of the MUNC Revolution General Assembly.

## **Publications in Languages Other than the Language of the MUNC Revolution General Assembly**

### **Rule 31**

Documents of the MUNC Revolution General Assembly, its committees, and its subcommittees shall, if the Assembly so decides, be published in any language other than the languages of the Assembly or of the Committee concerned.



## **VIII. RECORDS**

### **Resolutions**

#### **Rule 32**

Resolutions adopted by the MUNC Revolution General Assembly shall be communicated by the Secretary-General to the Members of the MUNC Revolution within fifteen days after the close of the session.



## IX. PUBLIC AND PRIVATE MEETINGS OF THE MUNC REVOLUTION GENERAL ASSEMBLY, ITS COMMITTEES AND ITS SUBCOMMITTEES

### General Principles

#### Rule 33

The meetings of the MUNC Revolution General Assembly and its Main Committees shall be held in public unless the organ concerned decided that exceptional circumstances require that the meeting be held in private. Meetings of other committees and subcommittees shall also be held in public unless the organ concerned decides otherwise.

### Private Meetings

#### Rule 34

All decisions of the MUNC Revolution General Assembly taken at a private meeting shall be announced at an early public meeting of the Assembly. At the close of each private meeting of the Main Committees, other committees and subcommittees, the Chairman may issue a communiqué through the Secretary-General.



## X. MINUTE OF SILENT PRAYER OR MEDITATION

### Invitation to Silent Prayer or Meditation

#### Rule 35

Immediately after the opening of the first plenary meeting and immediately preceding the closing of the final plenary meeting of each session of the MUNC Revolution General

Assembly, the President shall invite the Representatives to observe one minute of silence dedicated to prayer or meditation.



## XI. PLENARY MEETINGS

### Conduct of Business

### Reference to Committees

#### Rule 36

The MUNC Revolution General Assembly shall not, unless it decides otherwise, make a final decision upon any item on the agenda until it has received the report of a committee on that item.

### Discussion of Reports of Main Committees

#### Rule 37

Discussion of a report of a Main Committee in a plenary meeting of the MUNC Revolution General Assembly shall take place if at least one third of the members present and voting at the plenary meeting consider such a discussion to be necessary. Any proposal to this effect shall not be debated but shall be immediately put to the vote.

### Quorum

#### Rule 38

The President may declare a meeting open and permit the debate to proceed when at least one third of the members of the MUNC Revolution General Assembly are present. The presence of a majority of the members shall be required for any decision to be taken.

### Speeches

#### Rule 39

No representative may address the MUNC Revolution General Assembly without having previously obtained the permission of the President. The President shall call upon



speakers in the order in which they signify their desire to speak. The President may call a speaker to order if his remarks are not relevant to the subject under discussion.

## **Precedence**

### **Rule 40**

The Chairman and the Rapporteur of a committee may be accorded precedence for the purpose of explaining the conclusion arrived at by their committee.

## **Statements by the Secretariat**

### **Rule 41**

The Secretary-General, or a member of the Secretariat designated by them as their representative, may at any time make either oral or written statements to the MUNC Revolution General Assembly concerning any question under consideration by it.

## **Points of Order**

### **Rule 42**

During the discussion of any matter, a representative may rise to a point of order, and the President, in accordance with these rules of procedure, shall immediately decide the point of order. A representative may appeal against the ruling of the President. The appeal shall be immediately put to the vote, and the President's ruling shall stand unless overruled by a majority of the members present and voting. A representative rising to a point of order may not speak on the substance of the matter under discussion.

## **Time Limit on Speeches**

### **Rule 43**

The MUNC Revolution General Assembly may limit the time to be allowed to each speaker and the number of times each representative may speak on any question. Before a decision is taken, two representatives may speak in favour of, and two against, a proposal to set such limits. When the debate is limited and a representative

exceeds their allotted time, the President shall call them to order without delay.

## **Closing List of Speakers, Right of Reply**

### **Rule 44**

During the course of a debate, the President may announce the list of speakers and, with the consent of the MUNC Revolution General Assembly, declare the list closed. They may, however, accord the right of reply to any member if a speech delivered after they have declared the list closed makes this desirable.

## **Adjournment of Debate**

### **Rule 45**

During the discussion of any matter, a representative may move the adjournment of the debate on the item under discussion. In addition to the proposer of the motion, two representatives may speak in favour of, and two against, the motion, after which the motion shall be immediately put to the vote. The President may limit the time to be allowed to speakers under this rule.

## **Closure of Debate**

### **Rule 46**

A representative may at any time move the closure of the debate on the item under discussion, whether or not any other representative has signified their wish to speak. Permission to speak on the closure of the debate shall be accorded only to two speakers opposing the closure, after which the motion shall be immediately put to the vote. If the MUNC Revolution General Assembly is in favour of the closure, the President shall declare the closure of the debate. The President may limit the time to be allowed to speakers under this rule.

## **Suspension of Adjournment of the Meeting**

### **Rule 47**

During the discussion of any matter, a representative may move the suspension or the adjournment of the meeting. Such motions shall not be debated but shall be immediately put to the vote. The President may limit the time to be allowed to the speaker moving the suspension or adjournment of the meeting.

## **Order of Procedural Motions**

### **Rule 48**

Subject to rule 61, the motions indicated below shall have precedence in the following order over all other proposals or motions before the meeting:

- a. To suspend the meeting;
- b. To adjourn the meeting;
- c. To adjourn the debate on the item under discussion;
- d. To close the debate on the item under discussion.

## **Proposals and Amendments**

### **Rule 49**

Proposals and amendments shall normally be submitted in writing to the Secretary-General, who shall circulate copies to the delegations. As a general rule, no proposal shall be discussed or put to the vote at any meeting of the MUNC Revolution General Assembly unless copies of it have been circulated to all delegations not later than the day preceding the meeting. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated or have only been circulated the same day.

## **Withdrawal of Motions**

### **Rule 50**

A motion may be withdrawn by its proposer at any time before voting on it has commenced, provided the motion has not been amended. A motion thus withdrawn may be reintroduced by any member.

## **Reconsideration of Proposals**

### **Rule 51**

When a proposal has been adopted or rejected, it may not be reconsidered at the same session unless the MUNC Revolution General Assembly, by a two-thirds majority of the members present and voting, so decides. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be immediately put to the vote.



## **XI. PLENARY MEETINGS cont...**

Voting

## **Voting Rights**

### **Rule 52**

Each member of the MUNC Revolution General Assembly shall have one vote.

## **Two-Thirds Majority**

### **Rule 53**

Decisions of the MUNC Revolution General Assembly on important questions shall be made by a two-thirds majority of the members present and voting. These questions shall include: recommendations with respect to the maintenance of international peace and security; the election of the non-permanent members of the Security Council; the election of the members of the Economic and Social Council, the election of members of the Trusteeship

Council in accordance with paragraph 1 c or Article 86 of the Charter; the admission of new Members to the MUNC Revolution; the suspension of the rights and privileges of membership; the expulsion of Members; questions relating to the operation of the trusteeship system; and budgetary questions.

#### Rule 54

Decisions of the MUNC Revolution General Assembly on amendments to proposals relating to important questions, and on parts of such proposals put to the vote separately, shall be made by a two-thirds majority of the members present and voting.

### Simple Majority

#### Rule 55

Decisions of the MUNC Revolution General Assembly on questions other than those provided for in rule 54 and 55, including the determination of additional categories of questions to be decided by a two-thirds majority, shall be made by a majority of the members present and voting.

### Meaning of the Phrase “Members Present and Voting”

#### Rule 56

For the purposes of these rules, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

### Method of Voting

#### Rule 57

(a) The MUNC Revolution General Assembly shall normally vote by show of hands or by standing but any representative may request a roll-call. The roll-call shall be taken in the English alphabetical order of the names of the members, beginning with the member whose name is drawn by lot by the President. The name of each member shall be called in any

roll-call, and one of its representatives shall reply “yes”, “no”, or “abstention”. The result of the voting shall be inserted in the record in the English alphabetical order of the names of the members.

(b) When the MUNC Revolution General Assembly votes by mechanical means, a non-recorded vote shall replace a vote by show of hands or by standing, and a recorded vote shall replace a roll-call vote. Any representative may request a recorded vote. In the case of a recorded vote, the MUNC Revolution General Assembly shall, unless a representative requests otherwise, dispense with the procedure of calling out the names of the members; nevertheless, the result of the voting shall be inserted in the record in the same manner as that of a roll-call vote.

### Conduct During Voting

#### Rule 58

After the President has announced the beginning of voting, no representative shall interrupt the voting except on a point of order in connection with the actual conduct of the voting. The President may permit members to explain their votes, either before or after the voting, except when the vote is taken by secret-ballot. The President may limit the time to be allowed for such explanations. The President shall not permit the proposer of a proposal or of an amendment to explain their vote on their own proposal or amendment.

### Division of Proposals and Amendments

#### Rule 59

A representative may move that parts of a proposal or of an amendment should be voted on separately. If objection is made to the request for division, the motion for division shall be voted on. Permission to speak to the motion for division shall be given only to two speakers in favour and two speakers against. If the motion for division is carried, those parts

of the proposal or of the amendment which are approved shall then be put to the vote as a whole. If all operative parts of the proposal, or of the amendment, have been rejected, the proposal or the amendment shall be considered to have been rejected as a whole.

## **Voting on Amendments**

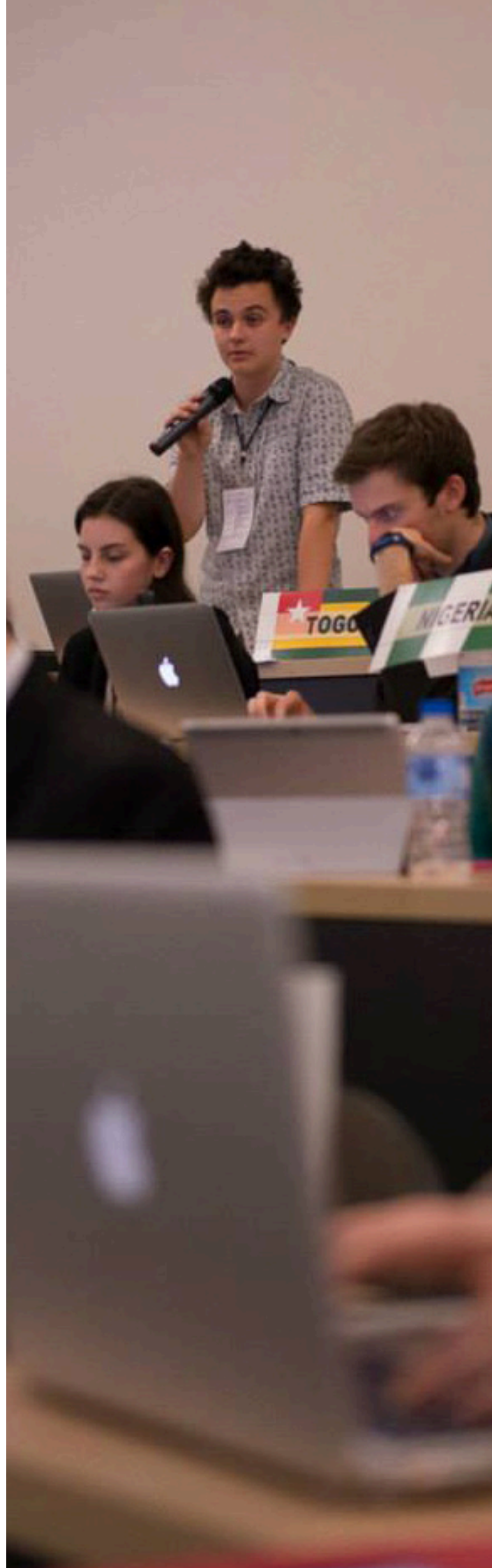
### **Rule 60**

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the MUNC Revolution General Assembly shall first vote on the amendment furthest removed in substance from the original proposal and then on the amendment next furthest removed therefrom, and so on until all amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment, the latter amendment shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall be voted upon. A motion is considered an amendment to a proposal if it merely adds to, deletes from, or revises part of the proposal.

## **Voting on Proposals**

### **Rule 61**

If two or more proposals relate to the same question, the MUNC Revolution General Assembly shall, unless it decides otherwise, vote on the proposals in the order in which they have been submitted. The MUNC Revolution General Assembly may, after each vote on a proposal, decide whether to vote on the next proposal.





# APPENDIX II: STUDENT RESEARCH GUIDE

In preparation for their Model UN experience there are two, arguably three, areas that learners should research: their allotted country; the theme they are addressing; and how the UN works. Below are a number of broad, yet specialised, questions that delegates may wish to complete prior to participating within a MUNC. Ideally, all delegates would, at a minimum, complete the Country Briefing Profile, prior to participating in a MUNC.

## Country Research

- What type of government does your country have?
- What sort of ideologies (political, religious, etc.) influence the government of your country?
- Are there any domestic issues that may influence your country's foreign policy position?
- What are some of the major historical experiences of your country?
- What sort of culture can be found within your country?
- How does your country's geography influence its relationship with other countries?
- Which countries are considered your allies? Which are considered your enemies?
- What is the economic climate of your country?
- How has your country interacted with multilateral organisations in the past?

## Thematic Research

- What is the main problem regarding the chosen theme? How does this problem affect your country?
- Historically, what has your country done to address the problem?
- What are the various positions within the debate?
- Which aspects of the issue are most important for your country?
- How will your country shape the debate at the conference?
- What positions will be adopted by other countries? How will this affect your country's position?
- Are there any statistics or evidence that will assist you to reinforce your country's position?

## UN Research

- What are the important, and relevant, aspects of the UN Charter?
- What are the roles of the main bodies of the UN?
- What are the relevant UN bodies and agencies that would address the topic at hand? How are they organised? How do they operate?
- What are the most recent UN actions on the issue being debated?
- Were these issues successful, or did they ultimately fail?
- Are there any other conferences and meetings that have been conducted about your topic?
- What have UN officials, including heads of agencies and the Secretary General, said about your issue?

# Country Briefing Profile

**Country Represented:**

**Topic/Theme:**

## Country Details

What are the major political and economic considerations for your country (e.g. political stability, level of human development)?

What were the last three significant foreign policy issues addressed by your country and/or its political leadership?

What role has your country played in international organisations in the past?

Which other countries may be sympathetic to your country's position?

## Thematic Details

What is the main issue for your country regarding the assigned theme (Both current and historically)?

Has your region approached the theme in a specific way? If so, how?

What is the best negotiated agreement for your country in respect to this theme?

What is the best alternative to a negotiated agreement for your country in respect to this theme?

What is the worst alternative to a negotiated agreement for your country in respect to this theme?

## Relevant Documents

Are there aspects of the UN Charter that are relevant? Yes/No  
If yes, which chapters and articles?

Has the theme been addressed by the organisation before? Yes/No  
If yes, what are the relevant resolutions and reports?

Is there any specialised agency to address the matter being debated? Yes/No  
If yes, provide a brief overview of those agencies

## Strategy

Given the information above, how do you intend to approach the negotiation for this topic/theme (e.g., construct alliances, go it alone, use statistics to win hearts and minds)?

Suggestion: On the back of this document map out your strategy for the pending negotiation.

# APPENDIX III: RESOLUTION DRAFTING GUIDE

As the outcome document for a Model United Nations Conference, the style of the resolution plays a vital role in affirming the reality of the Conference. Outlined below is a guide to drafting a realistic Model United Nations Conference.

Resolutions are written as one continuous sentence with a very strict format to allow the reader to understand the resolution without confusion. Traditionally, UN resolutions contain three parameters: the header; the preambular paragraphs; and the operative paragraphs.

## The Header

Within the header, the resolution contains the document number, the topic or title of the resolution, the committee that has created the resolution, and the sponsors of the resolution. A sponsor of a resolution is anyone who has made a contribution to the resolution (Note: the reference to a sponsor should only exist within the drafting stage of the resolution, once the full committee adopts the resolution, the sponsor is no longer noted).

**For example:**

Resolution Number

\_\_\_\_\_

Committee Name:

Topic:

Sponsors:

\_\_\_\_\_

## The Preambular Paragraphs

The preambular clause, or paragraph, supplies the historical background for the issue being addressed as a way to justify the action to be taken. In essence, the preambular paragraphs can be utilised to construct an argument. These paragraphs are critical to the resolution as they provide the context to analyse the problem. Traditionally, the paragraphs will start broadly by referring to the UN Charter, before becoming more specific. Such an order may look as follows:

1. United Nations Charter
2. International legal precedent, or previous Resolutions
3. Observations regarding the theme
4. Any relevant reports of the Secretary General.

## The Operative Paragraphs

The operative clause, or paragraph, provides the solution in a resolution. The paragraph should progress logically and be sequentially numbered. Each operative clause calls for a specific action (e.g., denouncing a certain action, or calling for a financial commitment). An operative paragraph may have sub-clauses, but there must be a minimum of two sub-clauses. The operative paragraphs begin with an active verb and are followed by a semicolon; only the final operative clause has a period at the end of it.

## APPENDIX IV: GLOSSARY OF RESOLUTION PHRASES

Preambulatory clauses justify the need to address the topic. These clauses can make reference to the United Nations Charter, treaties, conventions, and previous resolutions. They may even make reference to ongoing international events. Each clause begins with an italicised phrase (a sample of which are provided below) and ends with a comma.



### Preambulatory Phrases

- Acknowledges
- Acknowledges with deep gratitude
- Acknowledging
- Affirming
- Again requests
- Alarmed
- Alarmed and concerned
- Alarmed by
- Also bearing in mind
- Anxious
- Appealing
- Appreciating
- Appreciating highly
- Approving
- Aware of
- Basing itself
- Bearing in mind
- Believing
- Calling attention
- Cognisant
- Concerned
- Confident
- Conscious
- Considering
- Contemplating
- Continuing to take the view
- Convinced
- Declaring
- Deeply alarmed
- Deeply appreciative
- Deeply concerned
- Deeply conscious
- Deeply convinced
- Deeply disturbed
- Deeply regretting
- Deploring



- Desiring
- Desirous
- Determined
- Dismayed
- Distressed
- Emphasising
- Encouraged
- Expecting
- Expressing its appreciation
- Expressing its concern
- Expressing its deep concern
- Expressing its grave concern
- Expressing its regret
- Expressing its satisfaction
- Expressing its utmost concern
- Finding
- Firmly convinced
- Fulfilling
- Fully alarmed
- Fully aware
- Fully believing
- Further believing
- Further deploring
- Further recalling
- Gravely concerned
- Guided by
- Having
- Having adopted
- Having approved
- Having considered
- Having considered further
- Having constituted
- Having decided
- Having devoted attention
- Having examined
- Having heard
- Having met

- Having received
- Having received and examined
- Having regarded
- Having reviewed
- Having studied
- Inter alia (among other things)
- Keeping in mind
- Looking forward
- Mindful
- Noting interest
- Noting alarm
- Noting also
- Noting appreciation
- Noting approval
- Noting concern
- Noting deep concern
- Noting further
- Noting with approval
- Noting with deep concern
- Noting with regret
- Noting with deep concern
- Noting with satisfaction
- Observing
- Paying tribute
- Profoundly concerned
- Reaffirming
- Realising
- Recalling
- Recalling further
- Recognising
- Reconfirming
- Reemphasising
- Referring
- Regretting
- Reiterating its dismay
- Reiterating its appreciation
- Reiterating its conviction

- Resolving
- Seeking
- Seriously concerned
- Stressing
- Stresses its desire
- Stresses once again
- Strongly emphasising support
- Supporting fully
- Taking in account
- Taking into consideration
- Taking note

- Taking note also
- Taking note with satisfaction
- Underlining
- Underscoring
- Urging
- Viewing with appreciation
- Viewing with apprehension
- Welcoming
- Welcoming also
- Wishing



## Operative Clauses

- Accepts
- Adopts
- Affirms
- Agrees
- Appeals
- Appreciates
- Approves
- Asks
- Authorises
- Calls
- Calls upon
- Commends
- Concurs
- Condemns
- Confirms
- Congratulates
- Considers
- Decides
- Decides accordingly
- Declares
- Declares accordingly

- Demands
- Denounces
- Deplores
- Designates
- Directs
- Directs attention
- Draws attention
- Emphasises
- Encourages
- Endorses
- Endorses the call
- Establishes
- Expressing
- Expresses its appreciation
- Expresses its belief
- Expresses its concern
- Expresses its conviction
- Expresses its grave concern
- Expresses its hope
- Expresses its readiness
- Expresses its regret

- Expresses its sympathy
- Expresses its thanks
- Fully supports
- Further
- Further invites
- Further proclaims
- Further recommends
- Further reminds
- Further requests
- Further resolves
- Have resolved
- Insists
- Instructs
- Intends
- Invites
- Is fully conscious
- Notes
- Notes with appreciation
- Notes with approval
- Notes with concern
- Notes with deep regret
- Notes with gratification
- Notes with gratitude and satisfaction
- Notes with interest
- Notes with profound concern
- Notes with satisfaction
- Opposes
- Pays special tribute
- Praises
- Proclaims
- Reaffirms
- Reaffirms its belief
- Recalls
- Recognises
- Recommends
- Regrets
- Reiterates
- Reiterates its call upon
- Reiterates its calls
- Reiterates its demand
- Reiterates its request
- Remains deeply concerned
- Reminds
- Renews its appeal
- Repeats
- Requests
- Requires
- Reserves
- Resolves
- Solemnly affirms
- Stresses its readiness
- Strongly condemns
- Suggests
- Supports
- Takes note with appreciation
- Transmits
- Trusts
- Underlines with concern
- Urges
- Welcomes

# APPENDIX V: DEBRIEFING QUESTIONS

To assist in the debriefing process, educators may find it beneficial to ask learners some of these questions prior to the conference commencing. Such a process will allow both the learner and the educator to compare and contrast the responses, providing a clear indication of the progress experienced by the learner.



## LEARNER DE-BRIEF

These questions can be answered by learner via a debrief worksheet.

- What skills did you hope to achieve by participating in this conference?
- Do you think you spent enough time preparing for today's conference?
- How did you feel at the start of today's conference (Were you nervous, excited, etc.?)
- How did you feel during today's conference?
- How did you feel at the conclusion of today's conference?
- What goals did you hope to achieve at today's conference?
- How did you set about achieving these goals?
- What were your greatest successes and frustrations?
- What did you learn today about your peers?
- What are your goals for the next conference?



## EDUCATOR-LED DE-BRIEF

These questions should be asked by the educator to the entire conference.

- What were the key issues addressed today?
- How do you think that today's conference compares with the real world experiences?
- What real life issues were missing from today's conference? What sort of an impact did this absence have on proceedings?
- What did you like most about today's conference?
- What did you like least about today's conference?
- How would you describe the processes that led to today's outcome document?
- Was today's conference predictable? Why?





## PEER DE-BRIEF

The following questions may be utilised by learners for the purposes of de-briefing:

- Why did you take this specific action?
- How did you react to this action?
- What were the greatest obstacles you faced during today's conference?
- How did you overcome those obstacles?
- What did you learn today?



# APPENDIX VI: REFERENCES

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# MUNC Revolution

Good Practice Guide Vol. 1

Creating a Model United Nations Conference  
to Support Learning Outcomes

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